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AUTHOR Thies-Sprinthall, Lois; Sprinthall, Norman A.
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ABSTRACT

Veteran teachers are often discontent because of the repetitive nature of teaching. New experiences, not repetition, are necessary for growth. Previous theories of adult development include deterministic models (such as those of Freud, trait and factor psychology, and behaviorism) and the developmental theory, which reveals no evidence of adult decline. Three Minnesota studies indicate that teachers show developmental stage movement when they assume complex roles. In North Carolina, a need for assistance to supervise initially certified teachers provided a mentoring opportunity to veteran teachers. In addition, another program allowed mentors to become mentor-trainers. The teachers learned coaching and instructional supervision, and, as a result, gained self-confidence and improved capacities for taking perspective and for absorbing significance from experience. The mentors' ages ranged from 30 to 55, but neither age nor experience influenced the impact. The 2 mentor-educators for each group of 12 to 14 potential mentors fulfilled 3 roles: teaching pupils, supervising beginning teachers, and serving a graduate school faculty role in teaching developmental instructional supervision. The remedies for veteran teachers' discontent with the repetitive nature of teaching are role-taking, increased responsibility, and reflection. Appended are 3 footnotes, 3 tables, and 45 references. (RG)

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EXPERIENCED TEACHERS: AGENTS FOR REVITALIZATION AND RENEWAL AS MENTORS AND TEACHER EDUCATORS

Lois Thies-Sprinthall

Visiting Associate Professor

and

Norman A. Sprinthall

Professor

North Carolina State University

Raleigh, North Carolina

American Educational Research Association:

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Experienced Teachers: Agents for Revitalization and Renewal

as Mentors and Teacher Educators

Perhaps the best way to state the problem is in the form of a case study. Recently John Reque (1986) who teaches in one of this country's most prestigious public school districts reflected on his 31 years in the classroom. "I am a 53-year-old high school English teacher who quietly wonders if anyone cares, if he really makes a difference, if there's been much point to 31 years in the classroom" (Reque, 1986, p. 17). Partly worried that he is past the ability to change as an educator version of Sinclair Lewis's George Babbitt, or that he is a Willy Loman who can't do it any more, Reque reflects on the apparent barrenness of his current role. He is not, however, facing horrifying conditions of the work place. In fact, just the opposite. The conditions are close to ideal: a high ratio of faculty to students, highly motivated pupils, honors courses, a decent salary, etc. What then is the problem? After all, sociologists have shown that many of the difficulties of teachers are really problems of the work place, such as too many students, inadequate resources, low salaries, noncaring parents, and arbitrary rules. So if Reque experiences almost none of those, then why isn't teaching intrinsically rewarding? He is most certainly a master teacher with crafted skills.

The major difficulty can be summed up in a statement made by Bud Grant, the legendary coach of the Minnesota Vikings. Football, he said, is really just doing the same things over and over again. It's not a game of thinking once you master the fundamentals, rather it is repeating the same experiences. Reque reached the same conclusion: "My complaint, I think, affects many of us in teaching: Our task is horizontal. We do it over and over and over. New students keep it fresh--to a point. But moving up, however you define it, just can't be done for most of us" (Reque, 1986, p. 17).

If the experiences are repetitive, where is the possibility of intellectual and personal growth? In this case, such a rhetorical question does require an answer. The main character in a novel by Walker Percy, The Moviegoer, exemplifies the point. Binx Bolling practiced the art of successive repetition, that is, to make sure that all his new experiences in life were as close as possible to previous ones. The difference between Binx and the veteran teacher, however, is that in the former case, Binx had to work very hard to avoid new growth experiences. In the teacher's case, the problem is endemic, almost to the point where successive repetition cannot be avoided. Basically, in John Dewey's terms, if a person has extracted as much meaning as possible from experience, new growth will depend upon new experience. Otherwise, we will all recall his famous interview question to an applicant, "Have you taught ten years or one year ten times?" Thus, the developmental dictum states if we want persons to grow, then significant educative experiences are necessary. Yet, some prior questions must be answered before we propose what may be both the necessary and sufficient conditions for growth. The first question is: Can adults develop? The second question is: If adults can develop, does it really make any difference? The answers to these may help provide an important context for programmatic solutions to the problem of teaching as a horizontal experience.

Can Adults Develop?

The first question to ask in the case of veteran teachers is whether continued development is possible; and if so, what form might it take? Certainly, if the answer to the first is "no," then solutions are really quite simple. Make them as comfortable as possible while the clock winds down. On the other hand, if, in the words of Andy Rooney, we can "teach an old friend new tricks," then a series of possibilities is quite different.

Without going into a lengthy review, it does seem clear that our prior theories of adulthood have been shown as inadequate, and to some degree providing not only a distorted view of adulthood but a dangerous one as well. The major theories from psychology have been an interesting mix of myths, half-truths, and folklore, which unfortunately formulated the common view--namely, that after some magical point (6 years of age or 18) we faced the slow slides into senility. Our intellectual powers, like our physical prowess, peaked early. The balance of life would require us to gracefully accept the inevitable. Thus, Freudian theory clearly dictated (in pre-liberation vocabulary) that the child was the father of the man. Once our complex was resolved, coinciding with elementary school entry, our personality was established. Later development was only a recapitulation of the early march of the libido. To understand the adult was to know the child. In teaching, this view found its clearest expression in Jersild's work, When Teachers Face Themselves (1955). Adult growth was really adult adjustment in learning to displace or sublimate instinctual drives, and the couch was the treatment of choice.

While such a view was primarily European in origin, some distinctively American theories were almost as deterministic. Trait and factor psychology did not halt the growth clock quite as early as the Freudian, but none-the-less the halt was well before adulthood. Steeped in the measurement tradition, the form of psychology is best exemplified through the trait assessment. Using the Omnibus Personality Instrument (1968) as a prototype, the test developers made the assumption that growth stops somewhere between 18 and 20. The manual notes:

> The first major inclusion in the Inventory consisted of three measures of interests--in ideas and reflective thought, in the use of abstractions and problem solving, and in the areas of aesthetic appreciation. . . . All four, though hypothesized as possible change scales, were also viewed as characteristics that would be fairly stable for the mass of college students. If a real interest in learning and an attitude of inquiry had not been acquired by age 17, it was considered unlikely that a strong 'quest' for knowledge would be demonstrated thereafter." (p. 4)

The only exception to such early and arbitrary stopping points was the Watson, Thorndike, and Skinner theories of behaviorism. To them, developmental growth was an illusion, or at least a nonquestion. There were no differences between children and adults except in the types of reinforcers and which operants we wanted to enhance. Behavior had no

internal reference. As a result, that theory was basically just another form of determinism.

The Developmental Mistake

The first generation of developmentalists, such as Piaget, Havighurst, Peck, Werner et al., presented us with quite a different picture of human growth compared to theories already noted. Thus, the now familiar paradigm of stage, sequence, invariant hierarchy, interaction, and qualitative difference. As a result we could formulate a clear and compelling case for a developmental synthesis which truly portrayed behavior as the interaction between nature and nurture. The problem, of course, was that the brilliant, careful and exhausting basic research focused almost exclusively on children at first and then later on children and adolescents. We had, in sum, a compelling picture of normative child and adolescent development. Adulthood remained off limits to most theories, a few pioneers like Neugarten to the contrary, notwithstanding.

The second (and perhaps third) generation of developmental researchers then made a fundamental mistake in the form of longitudinal studies. An example, and probably the best known, was the shift by Larry Kohlberg. His early pronouncements were clear when he declared, along with Kramer, that adult growth did not meet the fundamental qualitative shift (psychological and physiological transformation) and therefore could only be considered as minor quantitative growth (Kohlberg and Kramer, 1969). Then he examined his longitudinal data, revised his scoring system, and amended his theory. Those data indicated that some adults continued to make stage and sequence change "up" (Kohlberg, 1984). Similarly, Arlin's (1975) work on Piaget began to outline stages of adult intellectual development in the form of "problem finding" as a post-formal operational stage. Recent work by Donald Super (1965) in adult career development, based on his longitudinal study of males, has also revised upward the age and stage of initial occupational commitment. Career exploration and moratorium extends well past college and post-college into the mid-30's. Even Jane Loevinger, who is fundamentally ambivalent vis a vis the growth question, will admit that occasionally studies may indicate that ego stage development is possible (Loevinger, 1979). What this means, of course, is that we can no longer assume that development ends at early and arbitrary time periods. However, these studies have also shown that only some, not all, adults continue in the stage and sequence. In fact, if we had to look at averages, we would probably agree with Loevinger: Namely, that adulthood is more stable developmentally than it is a growth period. Our point remains. If some grow, doesn't this mean that potential is available? The experimental work of Baltes and Schaie (1976) is also confirmatory. They found that many aspects of adult decline were not substantiated. Instead, they have shown that adults remain "plastic" in important areas of functioning, such as inductive reasoning, verbal fluency, and spatial reasoning. There is decline in some areas, such as visual acuity, hearing, and short-term memorization; yet these are hardly barriers to performance in most higher order adult tasks, especially in areas of human services. The question we now raise directly addresses the plasticity question. What do we know about

inducing developmental change in adults? Is the growth potential malleable? What are the conditions? Yet, before we examine the question of planning for growth, the second prior question needs to be asked. Do developmental stages relate to actual human behavior?

But Are Developmental Stage Goals Important?

This is sometimes referred to as the "Is higher better?" question. Another way to make the point comes from an example by Ralph Mosher (1979). He noted a comment from Howard Baker during the time of a previous scandal in the executive branch of the government. Baker supposedly indicated that lawyers actually spend their professional lives shoveling smoke. So the question for us is, simply put, does developmental stage actually mean anything in the real world of behavior? What, if any, is the relation between these constructs and something tangible? Or is it just smoke?

To answer that question requires at least one qualification. We need to consider the kind of behavior we are concerned about or do a task analysis first. Obviously, it is important to specify what kinds of behaviors developmental stage may predict and which behaviors are irrelevant. In our question of "is higher better," the key element is, better for what? If, for example, we would want persons to perform some kind of mindless, jejune task, their level of cognitive stage would probably demonstrate little correlation to successful performance. On the other hand, if the task demands require higher order abilities, such as understanding and applying abstract concepts in a humane mode, then indeed the level of psychological maturity, the assessed level of cognitive-development, may be an important predictor. And it probably comes as no great surprise to say that such outcomes are strongly supported by multiple research studies. The most general study was done by Douglas Heath (1977) in his studies of adult success in four countries. Using a multiple index of success and a broad variety of predictors (over 200), he found that there were four general developmental characteristics which were highly relevant to success.

1. Symbolization of experience.
2. Allocentrism-empathy.
3. Autonomy.
4. A commitment to democratic values.

It is also interesting to note that the common or standardized predictors, such as academic grade point average and scores on the Scholastic Aptitude Test, were meaningless with one exception: In his American sample there was an inverse correlation between success in adulthood and SAT score.

There have been, in addition, a series of studies which have examined the validity of developmental stage predictors and more specific aspects of complex, successful, human behavior in a helping framework. A few of these studies are outlined in Table 1 and demonstrate that in helping activities from parenting, teaching, and counseling, to success as a school principal,

a physician, nurse, or a general concern for social justice, that stage level predicts. The higher the level, the more humane, the greater ability to empathize, to symbolize experience, and to act on democratic principles. This holds whether in the form of a democratic school principal (Silver, 1975), a college student who insists on providing help in a Milgram distress situation (McNamee, 1977), to an adult female and former leader of the Free Speech Movement who maintains a commitment to social justice, (Nassi, 1981), to Division One college female basketball players who refuse to take cheap shots at their opponents (Bredemeier and Shields, 1984).

Insert Table 1 about here

One final point on the higher is better argument. Obviously, effective teaching, whether we call it Cruickshank's (1985) reflective teacher, Berliner's (1985) expert, or Hunt's (1974) "reader and flexer," is such a complex human helping task. While developmental stage theory has often been criticized as connoting a cold, withdrawn thinker who goes off in a corner, the findings indicate just the opposite. The more complex the stage of growth, the greater ability to keep to the task at hand (e.g., to attend to the least compelling stimulus in a sensory deprivation experiment). Also, and not usually noted, the developmental predictors hold for empathic nonverbal behavior as well. The Strommer et al. (1983) study investigated counselors working with handicapped children. The higher the stage of the counselor, the greater the ability to maintain appropriate eye contact, exhibit supportive body language, and not gasp and stutter. From this we may conclude that developmental stage, assessed through a variety of modes (Hunt's conceptual level, Loevinger's Sentence Completion, Kohlberg's Interview, Rest's D.I.T., etc.), does predict humane behavior in complex situations. Also there is no evidence, aside from Gilligan's (1982) own studies, which suggests there are any meaningful sex differences.[2] Gender is not a relevant issue. Given equal education and career opportunities, both sexes exhibit the same stages of growth (Snarey, 1985; Kohlberg, 1984; Walker, 1984; Braebeck, 1982; and Rest, 1986). Even in the case of experimental studies on empathy (nonverbal sensitivity to feelings), Eisenberg's (1982) work has demonstrated no measured differences between men and women, although both groups believe the cultural stereotype of female superiority in empathy.

Programs Promoting Adult Growth

If we are reasonably sure that adults have the potential for stage growth, then we are confronted with the educational or engineering question of methods of intervention. First of all, what do we know from failed programs? What doesn't work? To sum up a large body of research, adults remain largely unchanged from most conventional educational and therapeutic experiences. In-service education for teachers may result in the acquisition of a few skills (e.g., new uses for the f[illegible]nel board), yet nothing that would support significant personal/psychological growth. Similarly, we know that short-term human relations "type" workshops,

T-groups, week-end retreats, and the like have no noticeable long-term effects upon adult stage growth (Sprinthall & Thies-Sprinthall, 1983). Even the most traditional approaches to adult treatment such as long-term psychotherapy has such modest going over control groups (e.g., a 10% improvement) that it could hardly qualify as a promising technique (Rimland, 1979). In fact, researchers such as Baltes and Schaie suggest that the major problem for study is the process of planned educational intervention designed to promote adult learning (Baltes & Schaie, 1976). David Hunt, from a strictly cognitive-developmental perspective, makes the same point when he suggests that an adult stage is "modifiable" (Hunt, 1974), but we haven't yet created effective programs for such goals.

The very recent research in cognitive-developmental intervention, however, has followed in the same path as in the case of basic research. Extensive studies were conducted first with school- and college-age students. The results began to answer the Hunt question. What these studies demonstrated was that stage growth could be nurtured modestly, through planned educational programs denoted as "Deliberate Psychological Education." These programs had the following elements as common:

1. Significant role-taking experiences in complex human "helping" tasks.
2. Careful reflection and reading.
3. Balance between action and reflection.
4. Continuity.
5. Instructor support and challenge.
   (Sprinthall & Thies-Sprinthall, 1983)

In a sense then, the interventionists faced the same question as the basic researchers. If stage growth occurs during childhood and adolescence, then can adults develop? We have seen that the current state of the art on that question indicates an affirmative answer. The parallel question next emerges. If programs can be designed for school and college students, what about adults; and more specific to this symposium, what about adult teachers? Here we venture into the newest area of all: cognitive developmental intervention with adults.

Where our interest in what we now call "the teacher as an adult learner" came from was five studies conducted in Minnesota. The first three studies (Glassberg & Sprinthall, 1980; Sprinthall & Bernier, 1978; and Oja & Sprinthall, 1978) demonstrated that if we placed teachers in slightly more complex roles (role-taking) with appropriate reflection, balance and continuity, that some developmental stage movement was evident. The teachers learned new skills, and their ability to process experience (e.g., their conceptual level of development) was improved. To be sure, the gains were not dramatic, yet the trends indicated that such a line of intervention inquiry was promising. It was, however, the fourth study conducted by the first author which prompted renewed effort and interest in the intervention problem. In that study (Thies-Sprinthall, 1980) we found out just how important was the developmental framework.

The study involved examining the pairing of student teachers and their cooperating teacher supervisors according to developmental stage after the field assignments were arranged. This resulted in a four-way grouping as listed in Table 2.

Insert Table 2 about here

The results of the evaluations indicated that there were major problems in the second quadrant where the developmental mis-match occurred between "higher stage" student teachers and "lower stage" cooperating teachers. Those cooperating teachers systematically rated the student teachers as lower on teaching effectiveness scales, even though objective ratings from videotaped classroom instruction were positive and flexible. The cooperating teachers assessed at very modest levels on the Hunt Conceptual Level test and the Rest Defining Issues Test were apparently unable to perceive the teaching performance of the beginners accurately. From a theoretical perspective, of course, this is exactly what developmental theory would predict. Less complex cooperating teachers would have difficulty conceptualizing teaching itself as interactive and would tend to view the process in constrained and rigid frameworks. Flexible, interactive, and indirect teaching by student teachers would appear as too open or spontaneous and was thus negatively evaluated. Such findings indicated a real need for programs designed to focus on the teacher as an adult learner. Large scale studies by Hunt (1974) had indicated that, on the average, experienced teachers were not particularly very far along on his scale of conceptual development. Similarly, the recent studies by Rest had indicated only a modest level of development on measures of principled reasoning by teachers (Rest, 1986).

Training Mentors and Teacher Educators

From this background came the impetus for the current work on teacher development (Thies-Sprinthall, 1986). Since North Carolina, as many states, has just mandated a 2-year probationary stature for initially certified teachers, an opportunity was at hand. There was an obvious need to provide assistance during this period. The question was, do we turn over the beginners to a random array of experienced teachers, provide the latter with a few workshops on how to be a "buddy" and call it supervision? Or do we see the possibility of applying what we learned from school and college programs designed to promote developmental stage growth?

Adapting the developmental model was relatively easy in some aspects and extremely difficult in others. Quite obviously, the careful training of experienced teachers to become mentors presented a classic role-taking opportunity. Effective supervision is a complex human helping task requiring higher order instructional skills than classroom teaching. Thus, the first requisite was built in. Also it wasn't too difficult to select readings and personal experiences for guided reflection. And, although it did take time, it was possible to enumerate a series of "survival" skills

for the mentor to concentrate on during the cycles of instructional supervision. The remainder of the developmental intervention needed, however, was not quite as easy. It meant setting aside substantial time for training (3 hours per week for 1 year). Continuity and consecutiveness in learning really means no quick fixes. Also it meant working out time during the school day for pre-post conferences and observations. And finally and by no means inconsequential was developing the University and school sponsorship of the project.

To further complicate the plan (or increase the opportunity), a second level of role-taking was created for some of the school teachers. In addition to the 1-year program to train mentors, another program was constructed to train some of these mentors to become mentor-trainers themselves. In other words (shades of Don Davies and the Tripe T Concept), the extension professor's role became a sort of creative abdication. The local school teachers developed their ability as instructors for teaching their colleagues how to become effective mentors. We called them school-based mentor teacher-educators.

Insert Table 3 about here

There is a more complete description of this program in a recent article and so it will not be repeated here (Thies-Sprinthall, 1986). The point, however, is that school teachers can learn to be effective in two new roles. In the first instance, based on observations of over 350 teachers who have gone through the 1-year mentor training program, it is clear that these teachers can learn the skills of coaching and instructional supervision. Tape recordings of their pre- and post-conferences with the student teachers and beginning teachers provided direct evidence of their ability to master developmental supervision.

Equally significant from the point of view of this symposium, of course, was the other effect of such instruction in mentoring. Learning to perform the new and more complex educational role promoted their own psychological development. In a manner similar to studies with secondary pupils and college students, the mentors developed more self-confidence as learners, more perspective-taking ability, and a greater ability to abstract meaning from experience. These general psychological effects took place across the age and experience range of the participants. The average age of the mentors was in the late 30's, and the age range from about 30 to 55. There was no noticeable difference in impact according to age or experience. An earlier experimental study (Thies-Sprinthall, 1984) had shown that such developmental changes in levels of psychological maturity were in fact reflected in "gain" scores on instruments such as the Hunt Conceptual Level test and the Rest Defining Issues Test, as well as from inspection of clinical evidence from teacher journals and other unobtrusive indices such as unsolicited commentary by other school personnel, particularly principals. Of course, the most interesting outcomes came from the teachers

themselves after they had completed the program and applied the skills and concepts in their new role as mentor.

A male secondary teacher:

> Last fall was a question mark. I have really enjoyed the spring class. It's been informative and I have learned. Basically I feel better. I needed to be uplifted. I enjoy sharing with other teachers--this is something we seldom do. We get together as professionals. At first I felt wiped out, as low as I have been during my 25 years of teaching. Now I'm ready. I've completed my practice cycles of supervision. Thanks.

A female secondary teacher:

> I think this course should be required for every teacher who is going to supervise student or beginning teachers. In addition, every principal, assistant principal--anyone--who is going to evaluate the effectiveness of individual teachers should have to have this course. Theory was presented in a clearly understandable way. Further, this theory was then made applicable to our classes and personal teaching situation. Never has that been done for me!! The words were given to me to describe the things I do in my classroom. Strengths I have as a teacher that I wish to share with others I can now put into practical words and application. Finally, I found colleagues. I found the other teachers stimulating to work with. My team member and I became friends.
>
> The instructor, too, was available on a personal level. I have been seriously questioning my career choice and Lois has helped me work through my questionings, restored my faith in teaching and myself and given me an exciting opportunity to work with beginning teachers.

A male middle school teacher:

> A new world has been opened up to me. I now feel very confident as a mentor and I think I can be a model for new teachers entering our profession. This course has taught me many new things and enabled me to work and improve on my strengths and weaknesses. I have learned how to be an accurate observer by recording what I see, and not justifying and criticizing. I have grown in my self-confidence and now see a new avenue in education opening up for me--a clinical supervision. I can help beginners develop.

If mentor training had positive effects from the role-taking experiences, then we might expect similar outcomes for the mentor teacher educators, a small group of mentors who then taught mentoring skills to their colleagues. To some degree this section of the program was almost fail-safe since the participants were selected by invitation on the basis of their performance in the mentor program.[3] This group took an intensive internship with the first author while they taught mentoring skills. This involved seminar meetings to discuss instructional strategies and concerns

in their role as mentor trainers. The mentor teacher educators were paired as co-leaders of groups of mentors-in-training. Each group was composed of 12 to 14 prospective mentors. The co-leaders instructed the groups on a weekly basis for the school year, while meeting with the first author. These mentor teacher educators have now been formed into a network as the program has now spread to four county school districts with three more beginning next year. Currently this "Mentor Network" group of 26 teacher educators has the primary responsibility for the instruction of 130 mentors who are enrolled this year for training.

The effects of the mentor teacher educator role appears at least as powerful, if not more so, than the mentor role. Essentially these teachers are able to perform three functions: teaching pupils, supervising beginning teachers, and serving a graduate school faculty role in teaching developmental instructional supervision. A few comments from these teachers is probably the best illustration of the point.

A female first-grade teacher:

> As a trainer of my peer teachers, in addition to helping other educators broaden their teaching and communication skills I have experienced personal rewards and professional growth in a variety of ways. My self-confidence has improved, my own skills as an educator have been enhanced, and I have a better understanding of adult growth and development.
>
> Being a leader of my colleagues was initially a very difficult task for me. From my perspective, leaderships of peers had not been one of my strengths. However, as I observed the growth of others, through the training program, and my input, I have felt a sense of pride, accomplishment and enhanced self-confidence. I have felt a sense of being renewed as an educator.

A female middle-school teacher:

> Even though I've been selected as teacher of the year three times at my school; even though I've been in leadership positions through the years; and even though I successfully completed requirements for a master's degree in English, none of these honors and experiences quite compare to my experience in becoming a Mentor and then a Mentor Teacher Educator. Not only have I grown personally, but I have had the opportunity to be a part of what is probably the greatest impact in education. Finally, there is consistency in what is expected of teachers. If we can help perpetuate this foundation for the beginning teacher, the teaching profession will improve its credibility.

A male kindergarten teacher:

> It is difficult to chronicle how experiences move the deepest water of one's self. Sometimes I think that at best, the temperature of the water can be taken and only later does the stream's direction become clear in my mind's eye. Still, if one listens attentively, the movement can be felt.

I have tried to listen for the movement and some of the stream's musings have become discernible. I am trying in this particular set of notes to clarify how the past 1 1/2 years, with its cluster of experiences, has affected me. During this time I have been a kindergarten teacher as a Mentor and a Mentor Teacher educator.

Clearly, there has been cognitive dissonance. The supervision course as well as the unusually demanding fall agenda for this year was disequilibrating. And I have come to realize that the effort, frustration, and stress are healthy. This is not a new Weltanschauung for me, but I seem to understand it more clearly now and recognize the value of learning/cognitive dissonance for others' growth and development as well as my own.

Another change is the more readily apparent logic or lack of logic used in decision making. Put another way, I am thinking more clearly.

I have also made additions to my leitmotif. Developmental theory has impacted my way of looking at the world in a dramatic fashion. Each day brings my ideas to bear on new problems and questions from this broadened perspective. It is an absorbing and exciting process.

I am more empathic and with the empathy has come dis-ease. Not only is there a heightened awareness of the other person, but there is now an ability and this is the significant new change--to have compassion and sensitivity for groups of people. I am stirred by many events which are not a part of my direct experience. It is this growth which has left me awed, ecstatic, horrified, perplexed, and in tears. It is the deepest part of the stream from how I currently understand it. I think it is a quintessential new part of what I am as a person and world citizen and I have wondered if it is the deeper empathy which may cause the most ripples in my future. The structure of my work with you has been the foundation for this change. Thank you.

Implications

We described the difficulties facing mature teachers by quoting from John Reque, who cited the horizontal nature of the profession and implied adult isolation as major factors in the malaise such teachers experience. We are also reminded that such a view is really extremely common. In fact, the usual solution is to simply face it. Kevin Ryan is fond of noting that the loneliness of teaching goes with the territory. That is the way it is.

We have proposed an alternate conception based on the current state of the art from cognitive developmental psychology. And we've not only proposed it, but have described an actual implementation of such a theory and research-driven program currently in place, and expanding. We take the developmental model seriously which suggests that adults can develop, or that developmental growth can be re-started. The method we have found is through the need for effective supervision for initially certified teachers. A training program of two parts, one for mentors and one for mentor

trainers, was set up following the guidelines to promote skill attainment and structural (cognitive) complexity. The reason for the first component is perhaps obvious: experienced teachers on their own do not know how to manage the induction of beginners. The reason for the second component may be less obvious. It would be virtually impossible for a university extension professor to adequately supervise the geometric expansion of mentor training. Necessity required additional instructional resources, and we turned toward the school teachers.

Thus an answer to Reque and Ryan is to build new roles for experienced teachers, while they remain in the classroom. Role taking, increased responsibility, and reflection replace successive repetition in the lives of experienced teachers of whatever age.

The final point is to answer the fundamental dilemma which has plagued supervision in schools throughout its history. Mosher and Purpel cast the problem in the title of their classic work, Supervision: A Reluctant Profession (1972). Our results indicate that both mentors and mentor teacher educators are not reluctant and that supervision of beginning teachers represents a major opportunity for teacher revitalization.

Footnotes

[1]Of course the measurement problem is obvious. If items which show change after that time period are eliminated from the pool as unreliable, then indeed the traits are fixed. The theoretical assumption drives empiricism. The empirical findings support the theory. Quite obviously the work of Perry on the dramatic intellectual growth of college students proves the falsity of the O.P.I. assumption (Perry, 1970).

[2]Apparently the lack of empirical support for her claims have caused her to revise her earlier charges of bias against the Kohlberg scheme. In reporting her latest efforts to distinguish between a male versus a female morality: "It should be emphasized that at that point we suspend any claim as to the generality of these findings. It clearly will be necessary to examine the vicissitudes of these two orientations among both men and women embedded in different socioeconomic, educational and cultural contexts as well as across a wider range of moral conflicts" (Gilligan and Wiggins, 1986, p. 13).

[3]The selection of the mentors was not as controlled. We did provide descriptions of the types of teacher performance a mentor candidate should exemplify, but some school principals did not necessarily follow our guidelines for nomination.

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Table 1

Selected Studies on the Relation Between Indices of Psychological Maturity and Effective Helping in Complex Human Interactions

Researcher:	Sample	Measure	Outcome
Bielke (1979)	Unmarried Teenage Mothers	Loevinger Ego Stage	Higher stage: More sensitive
McNamee (1977)	College Students in a distress situation	Kohlberg Moral Stage	Higher stage: Provided help
Silver (1975)	School Principals and Teachers	Hunt Conceptual	Higher stage: More democ.
Hunt & Joyce (1967)	School Teachers	Hunt Conceptual	Higher stage: More effective in class-- "Read & Flex"
Candee (1977)	Physicians	Rest Moral Stage	Higher stage: More democ.
McKibbin & Joyce (1981)	School Teachers	Maslow Stages	Higher stage: Adopted Innovations
Strohmer D. Biggs, D. Haase, R. & Purcell, T. (1983)	School Counselors	Hunt Conceptual	Higher stage: More accurate empathy with handicapped
Mortenson (1983)	Student Teachers	Hunt Conceptual	Higher stage: More congruent nonverbals
Thies-Sprinthall (1980)	Cooperating Teachers	Hunt & Rest	Higher stage: More effective as supervisors
Libby, P. (1980)	Jr. H.S. Teachers	Rest	Higher stage: More humane in discipline

Table 1 (continued)

Researcher:	Sample	Measure	Outcome
Eberhardy, J. (1982)	Nurses	Rest	Higher stage: Decision-making more just
Walters & Stivers (1977)	Student Teachers	Erikson	Higher stage: More effective in classrooms
Nassi,A. (1981)	Berkeley FSM Mostly females	Kohlberg	Higher stage: Maintained a commitment to justice
Carlozzi, Gaa & Liberman (1983)	Counselors	Loevinger Ego Stage	Higher stage: More empathic
Holloway & Wolleat (1980)	Beginning Counselors	Hunt Conceptual	Higher stage: More complex clinical hypotheses
Bredemeir & Shields (1984)	Male & Female College Athletes	Rest	Principled Reasoning: Fewer deliberate fouls
Bidwell (1982)	Ministers & Morticians	Rest	Principled Reasoning: Greater empathy toward death and dying

Table 2

Stage Development Level

Student teachers	Cooperating teachers: High	Cooperating teachers: Low
High	1. Matched High	2. Mis-match (student-teacher higher)
Low	3. Mis-match (cooperating teacher higher	4. Matched Low

Note: Hunt Conceptual Level and Rest Defining Issues Test = Index of Level.

Table 3

Summary of Mentor Training and Teacher Educator Network (1984 to 1987)

1.	Number of school districts participating:	4[a]
2.	Number of teacher educators teaching the two-semester course:	26
3.	Number of mentors completing the two-semester (90 hours) training course:	350

Note. Each course is co-led by two mentor teacher educators and has between 12-15 mentors as participants. The teacher educators register for an internship and network regularly with Thies-Sprinthall.

[a]Three additional school districts now have 12 teachers attending the graduate courses taught by Thies-Sprinthall and will begin using these teachers as Mentor Teacher Educators in Fall of 1987.